

Hondo Independent School District
N.E. Woolls Intermediate
2020-2021 Campus Improvement Plan



Mission Statement

In our relentless pursuit of academic excellence, our mission at Hondo ISD is to make learning the priority for all and serve the educational needs of every student, in every classroom, every day.

Vision

Our vision at Woolls Intermediate is to build a positive environment where the collaboration of families, students, staff, and community promotes academic, social, and emotional growth for all students.

Value Statement

Every Student-Every Classroom-Every Day!

Table of Contents

In our relentless pursuit of academic excellence, our mission at Hondo ISD is to make learning the priority for all and serve the educational needs of every student, in every classroom, every day.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: Woolls students will achieve academic growth annually as measured by multiple indicators.	14
Goal 2: Woolls will prepare students for the future and inspire them to reach their highest personal and educational potentials.	14
Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.	16
Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.	21
Goal 5: Woolls will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.	26
Goal 6: Woolls will increase collaborative communication and meaningful exchanges with students, staff, and the community.	28
Goal 7: Woolls will recruit, develop, support, and retain quality staff.	32
Goal 8: Woolls will strive to keep student and staff attendance at optimal levels.	34
Comprehensive Support Strategies	37
State Compensatory	38
Personnel for N.E. Woolls Intermediate	38
Title I Personnel	39
Addendums	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our teaching staff has an average of 11.5 years of teaching experience. In an effort to focus on positive student behavior, the PBIS program is a sustainable program which has not only been instrumental in establishing sets of rules in all of the common areas on campus, but also in decreasing disciplinary incidents as well.

Demographics Strengths

The Woolls Intermediate staff embraces a “can-do” spirit that supports campus-wide initiatives. We continue to generate funds to enhance campus life through Box Tops for Education as well as continued support from our awesome PTO .

Student Achievement

Student Achievement Summary

The state mandated assessment (STAAR) overall reading scores were: Approaches 70 % in 2018 reading and remained 70% in 2019; Meets 36% in 2018 and decreased 3% to 33%; Masters 16% in 2018 and remained 16%. Math scores were: Approaches 72 % in 2018 and decreased 2% to 70% in 2019; Meets 31% in 2018 and increased 1% to 32%; Masters 10% in 2018 and increased 3% to 13%. Writing scores were: Approaches 57% in 2018 and increased 7% to 64% in 2019; Meets 34% in 2018 and decreased 6% to 28%; Masters 10% in 2018 and decreased 5% to 5%. Science scores were: Approaches 64 % in 2018 and decreased 1% to 63% in 2019; Meets 31% in 2018 and increased 7% to 38%; Masters 8% in 2018 and increased 7% to 15%.

Tracking 3rd grade across a three year span in reading in 2017, 70% were Approaching Grade Level with 41% at Met Grade Level. In 2018, 3rd grade reading was at 60% Approaching Grade Level with 33% at Met Grade Level Standard. In 2019, 3rd grade reading was at 68% Approaching Grade Level and 39% were at Met Standard, resulting in less students at the Approaches and Meets levels in reading.

Tracking 3rd grade across a three year span in math in 2017, 63% were Approaching Grade Level with 30% at Met Grade Level. In 2018, 3rd grade reading was at 60% Approaching Grade Level with 24% at Met Grade Level Standard. In 2019, 3rd grade reading was at 72% Approaching Grade Level and 33% were at Met Standard, growing in more students at the Approaches and Meets levels in math.

Student Achievement Strengths

Students are responsible and self-disciplined due to a consistent PBIS program, parent teacher partnerships, and staff encouragement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Woolls will continue to grow in both reading and math using a 3 Tiered model of instruction. **Root Cause:** Woolls staff will provide differentiated instruction during core literacy blocks and an intervention period.

School Culture and Climate

School Culture and Climate Summary

The campus assures that all stakeholders feel valued and are major players in the academic success of all students. The results of beginning and end of year surveys show that the community feels very welcomed when they come to Woolls. The survey also reports parents feel that their children are safe while they are at school.

School Culture and Climate Strengths

With the assistance and support of the PTO we are able to provide opportunities otherwise not afforded to our students. Our students are greeted each morning by administration and their teachers. Teachers also greet their students as they enter the classroom each day. Teachers communicated emotional/behavioral needs of students with appropriate members of the administration team. The faculty and staff are successful at ensuring that students are learning in a safe and positive environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student and teacher performance must be consistently recognized and celebrated. **Root Cause:** More measures will be explored and implemented to ensure teacher and student effort is valued.

Problem Statement 2: Some teachers have difficulty managing classrooms. **Root Cause:** Some teachers have ineffective procedures and/or expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff retention at Woolls has been very consistent throughout the years. For the 2019-2020 school year, we did have a few staff who left the district .

Staff Quality, Recruitment, and Retention Strengths

At Woolls our vacancies were 5 professional staff and 1 teaching assistants.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The retention and recruitment needs are currently being met. **Root Cause:** Limited application pool with little or no experience

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After desegregating data such as: T -Tess evaluations, informal walk throughs and academic conversations with our staff, it was evident that our weakness remains in differentiation.

Woolls developed a plan to implement differentiation in all academic areas, campus wide. This intervention time is titled FLIGHT. During this block, we specify tiered instruction with the students. This allows more individualized instruction for students' needs.

Curriculum, Instruction, and Assessment Strengths

The Woolls staff has attended and implemented professional development regarding PLC methods, progressive monitoring, and unpacking TEKS.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus has been labeled a re-identified comprehensive campus in need of improvement. **Root Cause:** Appropriate growth in our TIP and state expectations were not met.

Parent and Community Engagement

Parent and Community Engagement Summary

With teachers encouraging volunteers, our PBIS program bringing in community leaders to interact with students, and through our PTO, Woolls has experienced an increase in the numbers of community members and parents coming to school to volunteer and visit with our students. Woolls staff is also participating in a Family Engagement Cohort to develop ways to elicit more parental and community involvement.

Parent and Community Engagement Strengths

Community leaders have lunch with Woolls students through our PBIS rewards has proven to be popular with our students. We have also received positive results from the use of our two parent surveys that we will continue to send out. We are also going to provide more opportunities for parents to visit classrooms to discuss student goals. Family picnic days will also be introduced this year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community engagement continues to be low in our school. **Root Cause:** Parents tend to shy away from the school because they believe the school only communicates with them when their child is in trouble.

Problem Statement 2: Parents don't always know how to help their child at home. **Root Cause:** Parent and teacher communication on the needs of students is not always clear.

School Context and Organization

School Context and Organization Summary

At Woolls we feel that the use of departmentalization has allowed teachers to focus on their academic strengths. It has also allowed us the flexibility to pull students and give them more individualized instruction.

School Context and Organization Strengths

The use of departmentalization has allowed teachers to focus on academic strengths. It has also allowed us the flexibility to pull students and give them more individual instruction.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Using departmentalization will help to focus in all academic areas which will provide even more flexibility to pull students and give them more differentiated instruction. **Root Cause:** Departmentalization will provide flexibility in focusing on student needs in all academic areas providing students differentiated instruction as needed.

Technology

Technology Summary

Woolls continues to work with the technology department on a replacement plan to update all our technology on the campus. We have recently provided 7 TVs in our hallways to provide differentiated and enrichment opportunities for interactive classroom experiences for students on our campus. We will be providing 48 chrome books to be used 1/2 in a lab setting to use for differentiated instruction and enrichment and the other 1/2 to be used in 3rd grade classrooms to provide additional intervention times in reading and writing with the Istation Intervention program.

Technology Strengths

With the assistance of the district funds we have been able to install all new computers in all 3rd, 4th, and 5th grade classrooms. We continue on our plan to cycle out all outdated computers as needed each year. Bringing in 48 chrome books will enable us to provide a second lab setting at Woolls for intervention and enrichment with Project Based Learning (PBLs) activities and also provide additional computer access in 3rd grade classrooms for reading and writing support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback





Goals

Goal 1: Woolls students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 1: Increase academic achievement for every student in all state and/or local assessments.

Evaluation Data Sources: Learning Targets

Summative Evaluation: None

Strategy 1: Utilize data management systems - Eduphoria! AWARE - DRA to monitor student academic growth and needs Strategy's Expected Result/Impact: Increase in number of students meeting and exceeding standards on state assessments; Decrease in achievement gaps Staff Responsible for Monitoring: Campus Curriculum Specialist, Campus Principal, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June
Strategy 2: Utilize curriculum systems (TEKS Resource System, Eduphoria! Forethought) to manage instruction Strategy's Expected Result/Impact: Delivery of all state mandated standards prior to state assessment administration Staff Responsible for Monitoring: Campus Curriculum Specialist, Technology Staff, Campus Principal, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June
Strategy 3: Provide time for collaboration for pertinent curricular and instructional issues (Professional Learning Communities) Strategy's Expected Result/Impact: Increased collegiality and shared accountability Staff Responsible for Monitoring: Campus Principal, Campus Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Woolls will prepare students for the future and inspire them to reach their highest personal and educational potentials.

Performance Objective 1: Provide, develop, implement, and facilitate differentiated learning opportunities allowing teachers to reduce the number of students in Tier II and Tier III.

Evaluation Data Sources: Learning Targets





Summative Evaluation: None

Goal 2: Woolls will prepare students for the future and inspire them to reach their highest personal and educational potentials.

Performance Objective 2: Provide Woolls students multiple avenues to demonstrate mastery for both remote and face-to-face learners.

Evaluation Data Sources: Formal and Informal Assessments

Summative Evaluation: None

Strategy 1: Continued professional development training in differentiated instruction Strategy's Expected Result/Impact: Decrease the number of students in Tier 2 and Tier 3 instruction Staff Responsible for Monitoring: Campus Curriculum Specialist Campus Principal Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.

Performance Objective 1: Maintain the equipment obsolescence plan to replace equipment every 3 - 5 years.

Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.

Performance Objective 2: Maintain and grow a viable robust network infrastructure to support instruction and related services.

Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.

Performance Objective 3: Ensure that instruction will include opportunities for the students to utilize technology to demonstrate mastery of content.


Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.


Performance Objective 4: Promote good digital citizenship for all users.


Goal 3: Woolls will create a safe and rich technologically-centered educational environment that enhances individual learning.


Performance Objective 5: Give students an opportunity to use technology resources such as, and iPads, Chromebooks to provide continuous learning throughout the campus.

<p>Strategy 1: Continue to provide technology and technological support to teachers and students as opportunities allow</p> <p>Strategy's Expected Result/Impact: That we will provide a safe and technology rich educational environment.</p> <p>Staff Responsible for Monitoring: Campus principal Technology coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	July	June


No Progress


Accomplished


Continue/Modify


Discontinue

Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.

Performance Objective 1: Utilize technology tools, such as surveillance systems, to provide a safe and civil environment.

Evaluation Data Sources: Practice drills in all areas to become more aware of any ways to improve our over safety.

Summative Evaluation: None

Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.

Performance Objective 2: Update and communicate crisis management plans to all stakeholders.

Evaluation Data Sources: Have direct communication to all stake holders to include, district, city, emergency personal .

Summative Evaluation: None

Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.

Performance Objective 3: Enhance safety through community connections (i.e. School Resource Officer)

Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.

Performance Objective 4: Provide key campus personal training in Crisis Prevention Institute (CPI)





Evaluation Data Sources: All staff training and current in CPI

Summative Evaluation: None

Goal 4: Woolls will create a safe and nurturing learning environment for all students and staff.

Performance Objective 5: Provide anonymous platforms for all stakeholders to report bullying (i.e. bully box and online).

<p>Strategy 1: Utilize emergency drills, CPI practices, and communications with emergency personnel</p> <p>Strategy's Expected Result/Impact: We will create a safe and nurturing learning environment for all.</p> <p>Staff Responsible for Monitoring: Campus principal Campus vice principal Nurse CPI trained staff SRO District Safety Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	July	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Goal 5: Woolls will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.

Performance Objective 1: Continue to improve procedures to ensure an effective budget allocation process for all stakeholders.

Evaluation Data Sources: On going budget review

Summative Evaluation: None


Goal 5: Woolls will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.


Performance Objective 2: Conduct a comprehensive needs assessment to prioritize budget allocations at all levels.


Evaluation Data Sources: Needs assessment completed prior to budget being adopted .


Summative Evaluation: None

Strategy 1: Continue to conduct needs assessment prior to budget approval Strategy's Expected Result/Impact: We will continue to operate within our allotted budget while meeting our school needs. Staff Responsible for Monitoring: Principal Teachers ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 6: Woolls will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 1: Increase two-way communication through multiple methods.

Evaluation Data Sources: Open house, parent logs, parent surveys

Summative Evaluation: None

Goal 6: Woolls will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 2: Improve presence and continue district-wide social media procedures through, Facebook, school messenger, district and campus home page .

Goal 6: Woolls will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 3: Provide multiple opportunities for staff input .

Evaluation Data Sources: Campus Facebook and six weeks surveys for all staff .

Summative Evaluation: None


Goal 6: Woolls will increase collaborative communication and meaningful exchanges with students, staff, and the community.


Performance Objective 4: Provide staff input through the use of staff surveys sent out each six weeks.


Evaluation Data Sources: Six week staff surveys,.


Summative Evaluation: None

Strategy 1: Improve family engagement and communication through various methods Strategy's Expected Result/Impact: We will increase our family engagement to improve collaborative communication. Staff Responsible for Monitoring: Campus principal Campus vice principal Campus counselor Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Mar	July	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: Woolls will recruit, develop, support, and retain quality staff.

Performance Objective 1: Continue weekly recognition activities for staff.

Evaluation Data Sources: Campus outstanding staff box weekly on Thursday

Summative Evaluation: None

<p>Strategy 1: Continue to recognize outstanding staff through various methods.</p> <p>Strategy's Expected Result/Impact: We will recruit, develop, support, and retain quality staff.</p> <p>Staff Responsible for Monitoring: Campus principal Campus vice principal PBIS committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	July	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: Woolls will recruit, develop, support, and retain quality staff.

Performance Objective 2: Utilize a campus-based positive initiative committee.

Goal 8: Woolls will strive to keep student and staff attendance at optimal levels.

Performance Objective 1: Provide a positive, engaging environment

Evaluation Data Sources: Surveys, DoJo, PBIS awards assemblies, and end of the year awards





Summative Evaluation: None

Goal 8: Woolls will strive to keep student and staff attendance at optimal levels.

Performance Objective 2: Collaborate with campus and district staff to assist with those parents and students who are remote or face-to-face learners that show a pattern of excessive absenteeism

Evaluation Data Sources: Attendance reports/parent information meetings

Summative Evaluation: None

<p>Strategy 1: Continue classroom incentives, DoJo points, parent phone calls, and staff incentives</p> <p>Strategy's Expected Result/Impact: Student and staff attendance will increase.</p> <p>Staff Responsible for Monitoring: Campus principal Campus vice principal Campus counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	July	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize data management systems - Eduphoria! AWARE - DRA to monitor student academic growth and needs
1	1	2	Utilize curriculum systems (TEKS Resource System, Eduphoria! Forethought) to manage instruction
1	1	3	Provide time for collaboration for pertinent curricular and instructional issues (Professional Learning Communities)
2	2	1	Continued professional development training in differentiated instruction
3	5	1	Continue to provide technology and technological support to teachers and students as opportunities allow
4	5	1	Utilize emergency drills, CPI practices, and communications with emergency personnel
5	2	1	Continue to conduct needs assessment prior to budget approval
6	4	1	Improve family engagement and communication through various methods
7	1	1	Continue to recognize outstanding staff through various methods.
8	2	1	Continue classroom incentives, DoJo points, parent phone calls, and staff incentives

State Compensatory

Personnel for N.E. Woolls Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Newman	ESL Assistant	SCE	1.0
Christina Villsana	Reading Interventions	SCE	1.0
Diane Ybarra	STEPS Assistant	SCE	.75
Erica Halbarider	Dyslexia	SCE	.50
ESL Tutors	Teachers	SCE	2.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graff Tim	Curriculum Specialist		1.0
Ramirez, Cassandra	Computer Lab Assistant		1.0

Addendums